Key developmental tasks at different phases of development include:

- Middle childhood (ages 6 to 10): Self-regulation (self-awareness and self-control); learning-related skills and knowledge; interpersonal skills
- Early adolescence (ages 11 to 14): Group-based identity; mindsets
- Middle adolescence (ages 15 to 18): Sense of values; individuated identity
- Young adulthood (ages 19 to 22): Integrated identity

Nagaoka, J., Farrington, C. A., Ehrlich, S. B., & Heath, R. D. (2015). Foundations for Young Adult Success: A Developmental Framework. Concept Paper for Research and Practice. *University of Chicago Consortium on Chicago School Research*.

The recently signed Every Student Succeeds Act (ESSA) requires states to spend 20% of their federal education funding on "well-rounded" educational opportunities and 20% on activities that promote student health and safety.

Devaney, E., & Moroney, D. (2015). Linking Schools and Afterschool through Social and Emotional Learning. Beyond the Bell: Research to Practice in the Afterschool and Expanded Learning Field. *American Institutes for Research*.

Instruction that is congruent with the cultural value systems of a diverse student population can improve academic outcomes. Such instruction uses students' cultural knowledge, prior experiences, and frames of reference to make schooling more relevant and effective for them.

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership*, *63*(1), 83-84; Kalyanpur, M. (2003). A challenge to professionals: Developing cultural reciprocity with culturally diverse families. *Focal Point*, *17*(1), 1-5.

Children around the world are affected by bias, prejudice, and discrimination based on race. While exclusion based on race has a number of harmful psycho-social effects, strong racial identification can be a protective factor for children of color.

Cooley, S., Elenbaas, L., & Killen, M. (2016). Chapter four: Social exclusion based on group membership is a form of prejudice. *Advances in Child Development and Behavior*, *51*, 103-129; Douglass, S., Yip, T., & Shelton, J. N. (2014). Intragroup contact and anxiety among ethnic minority adolescents: Considering ethnic identity and school diversity transitions. *Journal of youth and adolescence*, *43*(10), 1628-1641.

A strong, positive sense of ethnic identity has been associated with more active coping strategies, fewer aggressive behaviors, lower incidence of depression, and better academic outcomes.

Roberts, R. E., et. al. (1999). The structure of ethnic identity of young adolescents from diverse ethnocultural groups. *The Journal of Early Adolescence*, *19*(3), 301-322; McMahon, S. D., & Watts, R. J. (2002). Ethnic identity in urban African American youth: Exploring links with self-worth, aggression, and other psychosocial variables. *Journal of Community Psychology*, *30*(4), 411-431; Altschul, I., Oyserman, D., & Bybee, D. (2006). Racial-ethnic identity in mid-adolescence: Content and change as predictors of academic achievement. *Child development*, *77*(5), 1155-1169.

Caregiving approaches based on the promotion of secure attachment, self-regulation, and developmental competencies can mitigate the harmful effects of complex trauma in children.

Arvidson, J., et. al. (2011). Treatment of complex trauma in young children: Developmental and cultural considerations in application of the ARC intervention model. *Journal of Child & Adolescent Trauma*, *4*(1), 34-51; Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., & Van der Kolk, B. (2005). Complex trauma. *Psychiatric annals*, *35*(5), 390-398.

Factors associated with successful, enduring implementation of evidence-based SEL programs include:

- Program coordination
- Inclusiveness of all school populations
- Ongoing training
- Support from leadership
- High visibility within the school community

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review*, *32*(3), 303-319.

Research has demonstrated linkages between positive school climate and a range of social, emotional, and physical health outcomes. In adolescence, positive school climate is associated with lower rates of substance abuse, psychological distress, and school absenteeism.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, *83*(3), 357-385.

SEL programs yield positive effects not only on SEL competencies, but also on attitudes about the self, others, and school. Further, SEL programs can significantly boost academic achievement.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405-432.

All 50 states have free-standing standards for social and emotional learning (SEL) at the preschool level. At the K-12 level, only 16 states have free-standing standards, though other states may be in the process of developing them.

Collaborative for Academic, Social, and Emotional Learning (2016). State scan scorecard project. CASEL. Retrieved from http://www.casel.org/state-scan-scorecard-project

Prosocial behavior at an early age is a stronger predictor of academic achievement in adolescence than is early academic achievement.

Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological science*, *11*(4), 302-306.

Afterschool programs that work to build young people's personal and social skills using sequenced, active, focused, explicit (SAFE) approaches were effective in building intra-personal, interpersonal, and academic skills.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, *45*(3-4), 294-309.

Effective school-based prevention and youth development programs:
- Teach children to apply social and emotional skills
- Foster respectful and supportive relationships
- Support and reward positive behavior through school-family-community approaches

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American psychologist*, *58*(6-7), 466.

Middle school students who perceived high levels of emotional support from adult staff in their afterschool program experienced higher relative gains in work habits, task persistence, and social relationships with peers.

Kataoka, S., & Vandell, D. L. (2013). Quality of afterschool activities and relative change in adolescent functioning over two years. *Applied Developmental Science*, *17*(3), 123-134.

In a recent study, teachers' comfort in implementing SEL was related to their sense of teaching efficacy, job stress, and job satisfaction.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, *104*(4), 1189.

High-quality youth development programs promote the development of competencies when they have:
- The goal of promoting positive development
- An atmosphere of hope that is youth-centered and asset-oriented
- Activities that allow young people to explore their interests, practice skills, and gain a sense of recognition

Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied developmental science*, *7*(2), 94-111.